DOCUMENT RESUME

ED 325 443 SP 032 659

AUTHOR Peters, William H.
TITLE Becoming Professionals: Preparing Instructional Leaders through Extended Preparation Programs.
PUB DATE 7 Aug 90
NOTE 17p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (August 7, 1990).
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Childrens Literature; *Elementary School Curriculum; Excellence in Education; *Extended Teacher Education Programs; *Geography Instruction; Graduate Study; Higher Education; Preservice Teacher Education

ABSTRACT

Within the context of national educational reform movements, Texas A&M University's College of Education has developed a collaboratively designed extended preparation program to train professionals for positions of instructional leadership in the schools, specifically in elementary curricular areas. According to the theoretical and philosophical underpinnings developed at Texas A&M, such programs should: (1) provide a basis for increasing the status of teachers; (2) provide professionalization through graduate training; (3) provide a basis for addressing the absence of focus on subject matter; and (4) prepare teachers to become instructional leaders. Descriptions are given to two extended degree programs, one in English studies emphasizing children's literature, the other in geography instruction. Special attention is given to subject matter focus and to the representation and formulation of the subject which teachers use to make subject matter comprehensible to students. The paper provides insight into steps leading to successful collaboration of university arts and sciences and education faculties to prepare instructional leaders through extended preparation programs. Fifteen references are cited. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BECOMING PROFESSIONALS: PREPARING INSTRUCTIONAL LEADERS THROUGH EXTENDED PREPARATION PROGRAMS

William H. Peters

Texas A&M University

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Wm H Peters

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A Paper Presented at the Summer Workshop

Association of Teacher Educators

August 7, 1990

ED325443

Jurgen Herbst (1990) in his book, And Sadly Teach: Teacher Education and Professionalism in American Culture, reminds us that throughout the 19th and much of the 20th century, teaching was generally considered to be good practice for becoming wives and mothers and was therefore "women's work". In the professionalization of the schools, it was the administrative positions which were created that came to be viewed as the professional careers in education and with corresponding salaries. Teachers were not professionalized and Herbst believes that this lack of professionalism is a central problem in education and must be addressed in any reform movement. Sharon Feiman-Nemser (1990) reminds us that historically the preparation of new teachers was not a role leading university schools of education fulfilled; rather, such schools of education concentrated on graduate programs for experienced teachers who were interested in careers outside the classroom. Increasing the status of those who left the classroom unfortunately lowered the status of those who remained in the classroom. In addition, Ginsburg and Clift (1990) suggest that there is a range of messages conveyed through a hidden curriculum in preservice teacher

SP 032 057

education, including such messages as the low standing of teacher education in universities, the low status of the profession, and the lack of power of teachers as an occupational group.

In discussing the mixed legacy of teacher education within the modern university, Feiman-Nemser (1990) reminds us that one legacy was "the precedent of professionalization through graduate training" (p. 215). The concept of professionalization through graduate training has become central to The Holmes Group agenda. In Tomorrow's Teachers (1986), The Holmes Group argues that "no professional certificate should be available to a teacher who has only an undergraduate degree" (p. 10) and that a professional certificate therefore would be given only to those who hold a master's degree in teaching. Efforts to professionalize teaching often have been associated with graduate-level preservice programs (Wise, 1986). In keeping with such efforts, a number of institutions are moving to extended teacher preparation programs. Indeed, Monahan (1984) suggests that 3 + 2 programs will become the more likely professional pattern among innovative programs by the middle of the 1990's and the 3 + 3 teaching program . . . will evolve from the integrative five-year programs and will probably be rather common within another generation (p. 43). In an article on the struggle for professionalism, Mary Beaudry (1990) reminds her readers that one of the Carnegie recommendations is requiring a bachelor's degree in the arts and sciences as a prerequisite for the professional study of teaching which is in keeping with the Holmes Group position that our universities consider abolishing the undergraduate major. In a 10-year comparison study of graduates from 4 and 5 year teacher education programs at the same institution, Michael Andrew (1990) found significant differences with

graduates of the 5-year program in the areas of career satisfaction, retention in teaching, and quality of program. Clearly, designs for extended teacher preparation programs have become part of the educational reform movement.

In his Presidential Address at the 1985 annual meeting of the American Educational Research Association, Lee Shulman (1986) reminded his audience that investigators ignored one central aspect of classroom life in the simplification of the complexities of classroom teaching, that of the subject matter. Shulman and his colleagues refer to the absence of focus on subject matter within research paradigms for the study of teaching as the "missing paradigm" problem (p. 6). Shulman and his colleagues are attempting to address this imbalance through their research program, "Knowledge Growth in Teaching" in which they distinguish among three categories of content knowledge: (a) subject matter content knowledge, (b) pedagogical content knowledge, and (c) curricular knowledge. Subject matter content knowledge refers to a teacher's need not only to understand that something is so but to understand why it is so, on what grounds its warrant can be asserted, and under what circumstances our belief in its justification can be weakened and even denied. In addition, the teacher is expected to understand why a given topic is particularly central to a discipline while another may be only peripheral (p. 9). Pedagogical content knowledge includes an understanding of the most useful forms of representation of ideas and the manner in which the representation and formulation of the subject makes it comprehensible to others (p. 9). Curricular knowledge includes knowledge of alternative curriculum materials

for a given subject and familiarity with the topics and issues taught in the same subject area during the preceding and later years in school (p. 10).

In discussing the subject matter preparation of teachers, Ball and McDiarmid (1990) remind their readers that both common sense and philosophical arguments reflect the conviction that the subject matter knowledge a teacher possesses will influence the teacher's efforts to help students learn the subject matter. They also remind us that prospective teachers take most of their courses in liberal arts departments. Lanier (1986) points out that studies of what is learned in liberal arts courses as oppossed to what syllabi might reflect is learned makes the picture somewhat sketchy. Ball and McDiarmid consider the central question for research on teachers' subject matter preparation to be how teachers and prospective teachers can increase their knowledge of the subject they teach.

The Legislature of the State of Texas response to how prospective teachers can increase their knowledge of the subject they teach has been Senate Bill 994, a piece of legislation that has gained national attention and much criticism within the teacher education community. Senate Bill 994 requires that persons who apply for a teaching certificate after September 1, 1991 possess a bachelor's degree received with an academic or interdisciplinary major; in addition, no more than 18 semester credit hours of education courses at the baccalaureate level may be required for the granting of a teaching certificate by the State Board of Education, including a minimum number of semester credit hours of student teaching. A teacher induction program for the probationary period is also part of the bill.

Senate Bill 994 has gained much criticism within the State of Texas as

well as outside the State. The Houston Chronicle of June 18, 1990 carried an article with the headline "Faculty fleeing new teacher training requirements." The article stated that many educators are going to states with few restrictions because the bill represents a loss of academic freedom and there is an unwillingness to produce what is believed will be ill-prepared teachers. Several deans and faculty have left or are leaving the State of Texas at least in part due to Senate Bill 994. When the sponsor of the bill was asked about the departing deans and faculty, his response was, "Good riddance."

Within the context of national educational reform movements and the workings of the Legislature of the State of Texas, Texas A&M University's College of Education has developed its response to the professionalization of teachers. As a member of the Holmes Group, the College has developed extended preparation programs. As a member of Project 30, the College is engaged with faculties of arts and sciences and with faculties in education in joint action for fundamental reform. Although Senate Bill 994 affects the preparation of both elementary and secondary teachers, the bill is particularly offensive in terms of preparing elementary teachers. Specific attention, therefore, has been given in designing programs to prepare professionals to work in the elementary school setting.

The theoretical and philosophical underpinnings for the extended preparation programs include the following:

1. the program should provide a basis for increasing the status of teachers;
2. the program should provide professionalization through graduate

training;

3. the program should provide a basis for addressing the absence of focus on subject matter, that is, the "missing paradigm" problem;
4. the program should prepare instructional leaders.

As many of you are already aware, a movement that has been gaining momentum is the national thrust for literature-based curricula. California and Illinois have such curricula mandated. A relatively recent National Council of Teachers of English resolution calls for a reconsideration of the use of basal readers. A major concern, however, is the lack of many elementary and middle school teachers to work fully with literature in the classroom. A decision was made therefore to develop a collaboratively designed extended preparation program to train professionals for positions of instructional leadership in the schools, specifically to train leaders in elementary curricular areas with special emphasis in children's literature, composition, and reading which are all areas of vital concern in all elementary and middle schools.

The concentration of courses at the pre-baccalaureate level allows the students to develop strong foundations in the principles of literature and composition before they take advanced courses in children's literature and reading. The sequence of courses follows a continuum from introduction to literature and composition, to survey courses in literature, to advanced courses in literature and composition, to specialization courses in children's literature, to specialization courses in reading and language arts, to advanced courses in children's literature and literacy, and to advanced courses in theories of reading and composition instruction. This

sequence of courses at the pre-baccalaureate and the graduate levels were developed by a joint committee from the College of Liberal Arts and the College of Education. The content of these courses, from undergradute to graduate levels, follows the recommendations of three important professional organizations: The Children's Literature Association, The National Council of Teachers of English, and The International Reading Association.

The education courses taken at the pre-baccalaureate level introduce students to historical and contemporary perspectives in education and to unique areas of concern such as understanding special populations. The core educational courses at the graduate level are designed to prepare teachers as researchers and in advanced knowledge of curriculum development and instructional strategies. These courses follow the recommendations of the American Association of Colleges for Teacher Education (AACTE) and the Association of Teacher Educators (ATE) and meet the guidelines defined by the National Council for the Accreditation of Teacher Education programs (NCATE).

The second type of common body of knowledge includes the specific courses included in the program that emphasize English/Children's Literature. In addition to the literature and composition courses that form the common body of knowledge for all majors in English, this program includes specific courses, at the undergraduate and graduate levels, that allow students to specialize in children's literature and literacy. These courses were selected or developed by a joint committee from the Department of English in the College of Liberal Arts and the Department of Educational Curriculum and Instruction in the College of Education.

The core education courses at the graduate level, combined with the

pre-baccalaureate courses, meet the state requirements for initial certification. The graduate phase combines essentials for elementary certification and for expertise in the content areas. At the conclusion of the internship phase, students will be qualified for the initial induction year certificate. At the conclusion of the total program they will be eligible for either a Masters of Education degree or a Masters of Science degree in the College of Education.

National attention has also been given to the lack of geographic knowledge gained by students. In response to this recognized need, the Department of Geography in the College of Geosciences and the Department of Educational Curriculum and Instruction in the College of Education have developed an extended program with emphasis in geography. The program features a baccalaureate major (B. S.) in Geography in the College of Geosciences, a program of Professional Education studies beginning at the undergraduate level and continuing into a post-baccalaureate phase, qualifications for the entry-level elementary induction-year certificate, and an embedded graduate program that, when completed, will result in the award of the degree of Master of Education.

The Extended Elementary Teacher Preparation Program is designed to prepare highly competent teachers for positions of eventual instructional leadership in public schools. The program designers recognize that elementary teachers need strong academic preparation to be successful in their roles. The program provides a sound general education, indepth preparation in the discipline of geography, broad exposure to the social and natural sciences, and meets university, state, and national professional

standards.

The program provides a limited amount of early exposure to the profession of education in the form of foundational study which focuses on psychological, historical, philosophical, sociological, political, and ethical frameworks essential to be prepared as a professional teacher today. Beginning education methods courses are designed to introduce elementary teacher candidates to pedagogical responsibilities in the delivery of their disciplines. Early field experiences are included which provide extended periods of contact with children in public schools.

The completion of the baccalaureate program with a geography major and an elementary education minor is integrated with a graduate phase that provides the thrust of professional development for today's teacher entering the complex environment of teaching. The graduate program will total 36 semester hours of formal academic classes and an additional 9 hours of internship in the schools. Teacher candidates, upon completing the first phase of the graduate program, will be eligible to move into the induction year of teaching and upon the successful conclusion of this induction year, will be eligible for recommendation for certification. The students may then return to Texas A&M University on a full or part time basis to complete the remaining hours for the master's degree.

Because the elementary teacher needs to be prepared for teaching a variety of subjects, the baccalaureate major in the Department of Geography with a minor in elementary education includes options for several different areas of academic specialization. Option I provides for a 12 semester hour specialization in geography and a second 12 semester hour specialization in either mathematics or reading. This option also includes 12 semester hours

in a combination of subjects taught in the elementary school. Option II includes an 18 semester hour specialization in geography and 18 semester hours of work in a combination of subjects taught at the elementary level. Option III includes either a 24 semester hour specialization in Life/Earth Science or in Social Studies in addition to 12 semester hours of work in a combination of subjects taught in the elementary school.

The Bachelor of Science degree will require the completion of a minimum of 132 semester credit hours of work including a 37 semester hour major in geography and an 18 semester hour minor in elementary education. Students will meet all degree requirements established by Texas A&M University and by the Department of Geography. Students in this program must meet minimum requirements of the Graduate Programs Office for admission to graduate study. Students must also meet standards established by the Department of Educational Curriculum and Instruction.

Each of these programs is intended to prepare instructional leaders who will play vital roles in the professionalization of teachers.

Collaboration with faculties of arts and sciences and with faculties in education in joint action for fundamental reform did not simply happen. The successful collaboration which took place at Texas A&M University was made possible by the following occurrences.

1. The basic concepts involved in the program were generated by the faculty. Although there was an appointed committee, key faculty in each of the colleges were kept informed and asked for advice throughout the sequence of events leading to the final programs. Colleagues interested and those who would be involved in the delivery of courses were apprised of what was taking place;

department heads were kept abreast of events.

2. The members appointed to the committees were all interested parties. It also was politically advantageous to include on the committees the key individuals involved in course delivery.
3. The collaboration was a WIN-WIN situation. That is, each member of the committees brought in his or her own experiences, his or her own perception of what is important in preparing the best teacher, and from the outset it was made clear that the academic departments would provide a strong base of knowledge and the education department would provide the connections between the knowledge and teaching the knowledge.
4. The collaboration developed friendships through exploring what education and discipline majors need to become the best teachers. The friendships were based on the growing recognition that faculty in arts and sciences were not knowledgeable about education--that is, how to use content in the teaching/learning process--and that education faculty needed the specific capabilities of the arts and sciences faculty in specialized areas.
5. Perhaps most important were the strong letters of support for the collaboration which the deans sent not only to the appointed faculty but to the department heads.

Perhaps some of the success was due to the identified characteristics of the individuals in this collaboration.

1. The committee members appeared to be risk-takers. When the Department of Educational Curriculum and Instruction some twelve

years ago developed a course entitled "Teaching Reading Through Children's Literature," some members of the English department objected because the course was using "real books." Members of the department, however, were ready to once again enter into dialogue with the English department. One of the objectors at that time became a member of this joint committee.

2. The committee members were flexible. They were ready to give-and-take in discussions of needed courses and where they would be developed based on the need for producing the best teacher.
3. The committee members had excellent communication skills. As stated earlier, there was a strong ability to communicate with those not on the committee, particularly in regard to why some courses were appropriate and why others might not be as appropriate.
4. The committee members were politically astute. They knew who were the key figures in the approval stream and they knew the kind of terminology to "red-flag", that is, to avoid.
5. The committee members were professionally credible. Each of the members of the committees were mutually respected.
6. The committee members were tolerant of ambiguity. For example, there is little research on literature-based curricula.
7. The committee members had a preference for complexity. The committee work and the road to completion had many obstacles to overcome and to resolve.
8. The committee members recognized that evaluation of the program was essential and that the education faculty were as important, if not

more so, than the arts and sciences faculties in this area.

Wilson, Shulman, and Richert (1987), conducting research into teachers' subject matter knowledge and the role it plays in teaching, believe that the transformation of subject matter knowledge is at the heart of teaching in public schools. Grossman, Wilson, and Shulman (1989) further believe that we have come to realize the centrality of subject matter knowledge in teaching. They therefore contend that this realization demands that "teacher educators, including faculty in both arts and sciences departments and colleges of education must encourage the reunion of pedagogy and content, not only in the theoretical world of research journals but also in the actual practice of teacher education" (p. 32). The successful collaboration of arts and sciences and education faculties at Texas A&M University to prepare instructional leaders through extended preparation programs is one small step toward addressing the beliefs of these researchers.

References

Andrew, M. D. (1990). Differences between graduates of 4-year and 5-year teacher preparation programs. Journal of Teacher Education, 41 (2), 45-51.

Asin, S., & Pillar, R. (1990, June 18). Faculty fleeing new teacher training requirements. Houston Chronicle, pp. 1A, 4A.

Ball, D. L., & McDiarmid, G. W. (1990). The subject-matter preparation of teachers. Handbook of Research on Teacher Education. New York: Macmillan Publishing Company.

Beaudry, M. L. (1990). Post-Carnegie developments affecting teacher education: The struggle for professionalism. Journal of Teacher Education, 41 (2), 45-51.

Feiman-Nemser, S. (1990). Teacher preparation: Structural and conceptual alternatives. Handbook of Research on Teacher Education. New York: Macmillan Publishing Company.

Ginsburg, M. B., & Clift, R. T. (1990). The hidden curriculum of preservice teacher education. Handbook of Research on Teacher Education. New York: Macmillan Publishing Company.

Grossman, P. L., Wilson, S. M., & Shulman, L. S. (1989). Teachers of substance: Subject matter knowledge for teaching. Knowledge Base for the Beginning Teacher. New York: Pergamon Press.

Herbst, J. (1990). And Sadly Teach. Madison: The University of Wisconsin Press.

Lanier, J. E., & Little, J. W. (1986). Research on teacher education. Handbook of Research on Teaching. New York: Macmillan Publishing Company.

Monahan, W. (1984). Teacher education in the '90's: A working paper. Charleston, N.C.: Appalachia Education Laboratory.

Senate Bill 994 (1987). The Legislature of the State of Texas.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. Educational Researcher, 15 (2), 4-14.

Tomorrow's Teachers (1986). A report of the Holmes Group. East Lansing: The Holmes Group, Inc.

Wilson, S. M., Shulman, L. S., & Richert, A. E. (1987). "150 different ways" of knowing: Representations of knowledge in teaching. In

Calderhead (Ed.), Exploring teachers' thinking (pp. 104-124). Sussex, England: Holt, Rinehart, & Winston.

Wise, A. E. (1986). Graduate teacher education and teacher professionalism. Journal of Teacher Education, 37 (5), 36-40.

BECOMING PROFESSIONALS: PREPARING INSTRUCTIONAL LEADERS THROUGH EXTENDED PREPARATION PROGRAMS

Abstract

Wilson, Shulman, and Richert (1987), conducting research into teachers' subject matter knowledge and the role it plays in teaching, believe that the transformation of subject matter knowledge is at the heart of teaching in public schools. Grossman, Wilson, and Shulman (1989) further believe that we have come to realize the centrality of subject matter knowledge in teaching and they contend that this realization demands that faculty in both arts and sciences departments and colleges of education work together to reunite pedagogy and content in the actual practice of teacher education. Extended preparation programs in English studies emphasizing children's literature and in geography designed at a Holmes group institution on this premise are discribed in this paper. Special attention is given to subject matter focus and the representation and formulation of the subject teachers use to make subject matter comprehensible to others. Insight into steps leading to successful collaboration of all-university faculties to prepare instructional leaders through extended preparation programs is provided.

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991